



The **FAST45 SEMINAR SERIES: PEDAGOGICAL LIFE AND THE DIGITAL UNIVERSITY OF THE ARTS** explores particular forms and aspects of pedagogical life that may inform or instruct our imagination on the concept of the learning platform. As a contemporary pedagogical form that connects physical and virtual learning communities, the Learning Platform is increasingly being aligned with corporate training and workplace learning models, however, in this seminar series we want to expand on the tension between physical and virtual forms of pedagogical practice and pedagogical life. Reflecting critically on these tensions, we also aim towards an open discussion on the possibilities within digital forms of education.

The programme will be run through the FAST45 Learning Platform over 7 x 1.5 hr sessions. Each session will be led by a key thinker on education and technology. As suggested by Roland Barthes, the seminar is an open-ended, relational space that connects 'institution, transference, and text'. In the spirit of Barthes seminar, we ask that participants attend each session of the series in order to commit to this relational dynamic and partake in an ongoing dialogue.

Speakers are Jan Masschelein (10/3/23), Gert Biesta (31/3/23), Lesley Gourlay (7/4/23), Norm Friesen (21/4/23), Eamon Dunne (5/5/23) and Lavinia Marin (19/5/23). The final session will be facilitated by the university engagement team at Microsoft (2/6/23 tbc).

The seminars will take place online. The connection link will be sent by mail after registration. Please register [here](#).

If you have any questions please contact Glenn Loughran (glenn.loughran@TUDublin.ie) or Thomas Storme (thomas.storme@luca-arts.be)

Seminar #1

Regenerating 'on campus' education to reinforce the response-ability of higher education Jan Masschelein

March 10th 2023, 11h - 12h30 CET

This seminar will sketch two developments that contribute to a devastation or weakening of the pedagogical life of higher education institutions. Threatening to make their campuses increasingly irrelevant, thereby affecting their sense-ability and response-ability: the first seminar will focus on the establishment and expansion of a hyper-modern learning factory and the creation of the figure of the 'independent learner'. Through this analysis Prof. Masschelein will elaborate and intensify the idea that the campus and the particular forms of pedagogical life that it stages matter to get the learner out of the center and reinforce the acknowledgment that we are made able to 'respond' (sense, think, imagine) with others, thanks to others and at the risk of others, as Isabelle Stengers formulates it. The campus and the pedagogical forms related to it embody forces that can make a particular kind of public and collective study happen, they refer to made and situated setups that enable to taste the world in a particular way which is worthwhile to be defended and be regenerated.

Seminar #2

Can online learning become online education? Gert Biesta

March 31th 2023, 15h-16h30 CET

Although the past years have witnessed a surge in 'online learning,' the phenomenon of putting learning 'online' is far from new. It is part of a much longer history in which new technologies make their way into educational practices, sometimes to the benefit of such practices, but often as a potential or actual distortion. In this presentation Gert Biesta will explore what 'online' actually means, because the phrase 'digital' doesn't speak in sufficient detail about what is different from other, more common educational practices. But the bigger concern is not so much about the 'online' as it is about the reduction of education to learning. Expanding on the concept of 'Learning' introduced in *Seminar 1*, Gert Biesta will address the ongoing 'learnification' of education in order to ask what educational, rather than learning possibilities, there are for anything that occurs 'online.'

Seminar #3

Postdigital / More-Than-Digital: Ephemerality, Seclusion, and Copresence in The University Lesley Gourlay

April 7th 11h-12h30 CET

Arguably, the genealogy of the term *postdigital* rests on the *inseparability* of the digital and the analogue, that the concept that the digital and analogue are *intertwined* as one inseparable entity, and that the digital will only be noticed by its absence, not its presence. In this talk I will explore the tensions inherent in these claims, arguing that the digital is theorised as *ubiquitous* and also *occluded* from direct view; resulting in the postdigital, in which the digital as a presence seems to be imagined as an entity outside of direct perception. Interrogating the concept of being *intertwined* and the nature of *twine*, I will argue that this commonly-used metaphor is in fact flawed, and does not provide sufficient theoretical purchase on the nature of the relationship between the digital and analogue. I consider the concept of the *network* and the *meshwork*, arguing

that neither of these concepts are adequate when seeking to capture the nature of the *more-than-digital* in the university. I argue for the importance of ephemerality, seclusion and copresence as fundamental elements of being and entanglement in the university; aspects of which have hitherto been neglected in theories of the postdigital. I conclude by proposing the concept of *fugitive practices*.

Seminar #4

Norm Friesen (abstract coming soon)

April 21th, 10h-12H CET

Seminar #5

Eamon Dunne (abstract coming soon)

May 5th, 11h-12h30 CET

Seminar #6

Can we design purposefully a meaningful online education?

Lavinia Marin

May 19th, 11h-12h30 CET

Online - connection link by mail after registration

In recent years, online education has been coupled with automation features. Automated solutions, increasingly sophisticated, drawing from large language models (such as the now famous ChatGPT) and personalisation algorithms are able to deliver personalised feedback tailored to the student's needs. This online-enhanced with automation model of education threatens to move teachers and instructors to the reserves bench, making education a fully automated and "smart affair". While recent critiques of digital education (including online education and now automated education) discuss the risks of delegating education to non-sentient entities, such as algorithms, smart interfaces and robots, in this talk I propose to reimagine digital education and see if there are some ways in which digital and online education can escape the current critiques. This reimaginig presupposes a redesign based on altogether other principles of work. I turn to value sensitive design as a possible methodology for designing a different technologically mediated education, from scratch. Current online and automated educational solutions are focused on desire satisfying and on psychological principles to engage the student-as-client. The values embedded in this automated model of education are students as workforce, future human resources. However, this is not the only value that one can prioritise, and it is not necessarily tied to the technology at stake. I propose to first inquire what are the values embedded in offline, "traditional" university education, and, starting from this, I inquire if we can design alternative digital education systems with these values embedded at the core.

Seminar #7

University engagement Team Microsoft (abstract coming soon)

June 2nd, 11h-12h30